Jasmine R.

**Lesson Plan**

**Student: Kindergarten**

**Learning Objective:** Student will learn vocabulary words from the water cycle in 4/6 trials. Student will follow multistep directions on The Water Cycle with minimal prompts from the clinician.

**IEP Goal:** In one year, student will utilize appropriate listening/focusing strategies (i.e. sit appropriately, look at speaker, repeat verbally presented information) to follow 2-step related commands with decreasing clinician prompts. In one year, student will utilize grammatically complete sentences to answer questions, retell a story and describe pictures using age-appropriate vocabulary 75% of the time.

**Materials:** Watchknowlearn.org video on The Water Cycle, The Water Cycle song, matching sheet on The Water Cycle, red and yellow sheets of paper, cotton balls, blue paper, scissors, tape, The Water Cycle diagram

**Method:** Students will watch a video on The Water Cycle <http://www.watchknowlearn.org/Video.aspx?VideoID=43955&CategoryID=586>. Students will learn the words “condensation”, “water vapor”, “evaporation”, “precipitation”, “hail”, and “sleet”. Clinician will speak about the definitions and go over condense, vapor, evaporate, precipitate, hail and sleet. Students will sing the water cycle song (Tune- The Farmer in the Dell) and will act out different phases of cycle to show evaporation (hands moving up to sky), condensation (hands coming together), and precipitation (hand movements gradually coming down). Clinician will hand out the Water Cycle vocabulary words and students will label the diagram. Once the diagrams are labeled students will cut red and yellow sheets of paper for the sun and have tape going towards it in “evaporation”, paste cotton balls for clouds in “condensation”, cut little blue pieces of paper for rain in “precipitation”, and color the lake for accumulation. Student will then match picture of vocabulary word with the correct word on sheet handed by the clinician.

**Follow up next session:** Student will write 4 sentences about The Water Cycle. Student will sequence steps in the water cycle using temporal words (First, Next, Then, Last).

**Common Core Standards:**

[CCSS.ELA-LITERACY.L.K.4](http://www.corestandards.org/ELA-Literacy/L/K/4/)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

[CCSS.ELA-LITERACY.L.K.6](http://www.corestandards.org/ELA-Literacy/L/K/6/)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

[CCSS.ELA-LITERACY.SL.K.2](http://www.corestandards.org/ELA-Literacy/SL/K/2/)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

[CCSS.ELA-LITERACY.SL.K.5](http://www.corestandards.org/ELA-Literacy/SL/K/5/)

Add drawings or other visual displays to descriptions as desired to provide additional detail.

[CCSS.ELA-LITERACY.SL.K.6](http://www.corestandards.org/ELA-Literacy/SL/K/6/)

Speak audibly and express thoughts, feelings, and ideas clearly.

**Teacher Standards: 3c**

A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

A teacher facilitates, monitors, and assesses student learning.

A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

Differentiation

* **Enrichment:** Advanced students may label their diagram by writing the words instead of cutting and pasting them on.

**Support:** Some students may need extra time to complete the assignment as well as visual and verbal clues to help them finish the diagram.